



August 2011

DEPARTMENT OF EDUCATION
2010–2011 School Year Reports

Dear School Board Members and School Personnel:

This 2010–2011 MEA Summary Report contains the results of student achievement in science at grades 5 and 8, as well as disaggregations by student and school characteristics. This report, together with MEA individual student and item analysis reports, provides support for use in program evaluation and planning.

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State science accountability standards of Maine’s *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA science test is administered to students in grades 5 and 8 to meet state assessment requirements and the federal requirements of the *No Child Left Behind Act*.

MEA results reflect scores based on the common science test questions that are taken by the approximately 14,000 students in each grade level. Students’ scores are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

Thank you for your continuing commitment to improve the quality and effectiveness of the instructional opportunities in your schools. These assuredly will help all students achieve the high standards of the *Learning Results* as demonstrated on classroom, district, and state assessments.

Sincerely,

Stephen L. Bowen
Commissioner of Education



Grade 8 Science School Report

Test Date: May 2011
Code: 1065-1858
SAU: Gorham School Department
School: Gorham Middle School

Contents of the Report

The report is divided into three main sections including a section describing the students tested and a separate section for the content area results.

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May 2011 - Grade 8 MEA Science Test

Grade Level Summary Report

School: Gorham Middle School
 SAU: Gorham School Department
 State: Maine
 Code: 1065-1858

Schools and SAUs administered the MEA Science tests to every enrolled student with the following exceptions: students who participated in the alternate assessment for the 2010–11 school year, students for whom a special consideration was granted through the state Department of

Education, and other students for reasons not approved. On this page, and throughout this report, results are only reported for groups of students that are larger than nine (9).

PARTICIPATION SUMMARY	Number			Percentage		
	School	SAU	State	School	SAU	State
Students enrolled	198	198	14,258	100	100	100
	Science			Science		
Students tested	196	196	13,831	99	99	97
With an approved accommodation	24	24	1,898	12	12	14
Current LEP Students	1	1	308	1	1	2
With an approved accommodation	0	0	123	0	0	40
IEP Students	27	27	2,045	14	14	15
With an approved accommodation	20	20	1,529	74	74	75
Students not tested in MEA	2	2	427	1	1	3
State Approved	2	2	244	100	100	57
Alternate Assessment	2	2	204	100	100	84
Special Consideration	0	0	40	0	0	16
Other	0	0	183	0	0	43

PERFORMANCE SUMMARY

School												SAU					State							
Enrolled	Not Tested Approved	Not Tested Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
198	2	0	196	46	23	97	49	41	21	12	6	852	196	23	49	21	6	852	13,831	20	51	20	9	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.



May 2011 - Grade 8 MEA

Science Results

School: Gorham Middle School
 SAU: Gorham School Department
 State: Maine
 Code: 1065-1858

Proficient with Distinction (Level 4)

The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)

Proficient (Level 3)

The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)

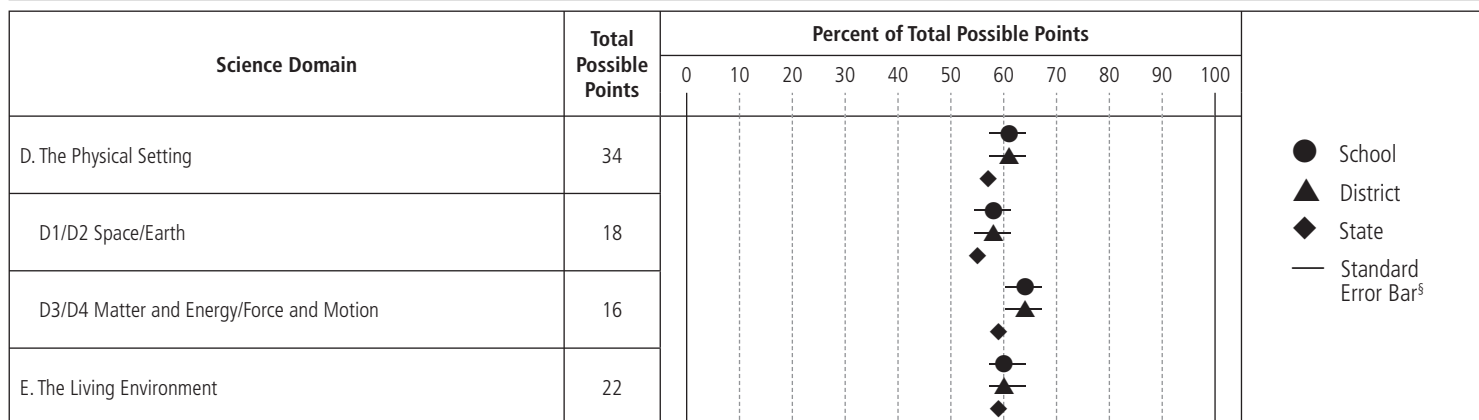
Partially Proficient (Level 2)

The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)

Substantially Below Proficient (Level 1)

The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)

	Enrolled	Not Tested Approved	Not Tested Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
SCHOOL													
2008-09	222	*	*	219	66	30	98	45	40	18	15	7	851
2009-10	234	6	3	225	42	19	131	58	35	16	17	8	850
2010-11	198	2	0	196	46	23	97	49	41	21	12	6	852
Cumulative Total**	654	**	**	640	154	24	326	51	116	18	44	7	851
SAU													
2008-09	222	*	*	219	66	30	98	45	40	18	15	7	851
2009-10	235	6	3	226	43	19	131	58	35	15	17	8	850
2010-11	198	2	0	196	46	23	97	49	41	21	12	6	852
Cumulative Total**	655	**	**	641	155	24	326	51	116	18	44	7	851
STATE													
2008-09	14,804	*	*	14,263	2,155	15	6,687	47	3,672	26	1,749	12	846
2009-10	14,443	247	165	14,031	2,443	17	7,635	54	2,791	20	1,162	8	849
2010-11	14,258	244	183	13,831	2,771	20	7,024	51	2,780	20	1,256	9	849
Cumulative Total**	43,505	**	**	42,125	7,369	17	21,346	51	9,243	22	4,167	10	848



The MEA assesses students' science knowledge based on questions that measure the science accountability content strands highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

* Data not previously calculated.

** Percentages are calculated by dividing the cumulative total of students in the achievement level by the cumulative total of the number of students tested, when three years of data are available.

§The standard error bar indicates how much the percent of points earned could vary if the students were examined multiple times with the same test.



May 2011 - Grade 8 MEA

Disaggregated Science Results

School: Gorham Middle School
 SAU: Gorham School Department
 State: Maine
 Code: 1065-1858

REPORTING CATEGORIES	School												SAU					State							
	Enrolled	Not Tested Approved	Not Tested Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	Score	N	%	%	%	%	Score	N	%	%	%	%	Score
All Students	198	2	0	196	46	23	97	49	41	21	12	6	852	196	23	49	21	6	852	13,831	20	51	20	9	849
Gender																									
Male	93	1	0	92	26	28	43	47	15	16	8	9	853	92	28	47	16	9	853	7,183	23	50	18	9	850
Female	105	1	0	104	20	19	54	52	26	25	4	4	850	104	19	52	25	4	850	6,648	17	52	22	9	848
Not Reported	0	0	0	0									0							0					
Race/Ethnicity																									
Hispanic or Latino	0	0	0	0									0							131	14	47	29	10	846
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2									2							178	22	52	15	11	849
Asian	4	0	0	4									4							385	6	40	29	25	838
Black or African American	2	0	0	2									2							188	13	46	29	12	845
Native Hawaiian or Pacific Islander	0	0	0	0									0							12	42	25	33	0	856
White	188	2	0	186	45	24	90	48	39	21	12	6	852	186	24	48	21	6	852	12,844	21	51	20	9	849
Two or more races	2	0	0	2									2							93	17	45	31	6	847
LEP Status																									
Currently receiving LEP services	1	0	0	1									1							308	2	31	32	35	834
Former LEP student - monitoring year 1	0	0	0	0									0							17	12	76	12	0	853
Former LEP student - monitoring year 2	0	0	0	0									0							14	14	79	7	0	852
All Other Students	197	2	0	195	46	24	96	49	41	21	12	6	852	195	24	49	21	6	852	13,492	20	51	20	9	849
IEP																									
Students with an IEP	29	2	0	27	4	15	5	19	13	48	5	19	839	27	15	19	48	19	839	2,045	6	32	34	28	837
All Other Students	169	0	0	169	42	25	92	54	28	17	7	4	854	169	25	54	17	4	854	11,786	22	54	18	6	851
SES																									
Economically Disadvantaged Students	44	0	0	44	4	9	20	45	13	30	7	16	845	44	9	45	30	16	845	5,853	11	49	25	15	844
All Other Students	154	2	0	152	42	28	77	51	28	18	5	3	854	152	28	51	18	3	854	7,978	27	52	16	5	852
Migrant																									
Migrant Students	0	0	0	0									0							3					
All Other Students	198	2	0	196	46	23	97	49	41	21	12	6	852	196	23	49	21	6	852	13,828	20	51	20	9	849
Title I																									
Students Receiving Title I Services	0	0	0	0									0							1,119	7	44	33	16	841
All Other Students	198	2	0	196	46	23	97	49	41	21	12	6	852	196	23	49	21	6	852	12,712	21	51	19	8	849
504 Plan																									
Students with a 504 Plan	8	0	0	8									8							400	20	53	19	8	850
All Other Students	190	2	0	188	44	23	93	49	40	21	11	6	852	188	23	49	21	6	852	13,431	20	51	20	9	849

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

NOTE: Some numbers may have been left blank because fewer than ten (10) students were tested.